

# Unit Planning Guide: Grade 9 Unit 4 of

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| Unit Title: Getting Others To Understand Your Side (nonfiction) | Pacing (Duration of Unit): Weeks 16-20 |
| Grade: 9  | Buffer Day(s):                         |

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- **RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**
- **RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.**
- **RI.9.6. Determine author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**
- **RI.9.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.**
- **W.9.2 a-f**

#### WiDA Standards (ELL)

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To be completed in collaboration with the ELL Department

- **W.9.4**
- **W.9.6**
- **SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**
- **L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

Supporting Standards:

- W.9.9a,b Draw evidence from literary or informational texts to support analysis, reflection, and research:
  - a. Apply grade 9 reading standards to literature;
  - b. Apply grade 9 reading standards to literary nonfiction.
- SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L.9.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.
- L.9.2a,b,c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.

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| Meaning (*Mostly assessed through Performance Tasks/Assessments)  |
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| <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Through close analysis of non-fiction, we can discover the author’s purpose and how the author conveys that purpose</li> <li>Word choice matters. The words a writer chooses can have a powerful impact on his or her audience.</li> </ul> </div> <div style="width: 48%;"> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What is the author’s purpose?</li> <li>What techniques does the author use to accomplish that purpose?</li> <li>How do those techniques influence the reader?</li> <li>How can I get my point across in my own writing?</li> </ul> </div> </div> |

| Acquisition (*Mostly assessed through traditional summative assessments)   |
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| <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>The rhetorical triangle and other rhetorical devices (e.g. ethos, pathos, logos, argument, counterargument)</li> <li>Purposes and strategies for citing evidence to support their writing (e.g. CEEI, annotation)</li> <li>That word choice, including denotation, connotation, and loaded words can have a powerful effect on the reader</li> <li>Standard conventions of English while writing</li> </ul> </div> <div style="width: 48%;"> <p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom’s Level of Learning should be noted in parentheses.</u>) (Introduce, Practice, and Mastery)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>Using evidence to support a claim (Practice)</li> <li>Analyzing purpose in non-fiction (Practice)</li> <li>Analyzing the development of a claim through an author’s structure and syntax (Practice)</li> <li>Analyzing the credibility of a source (Introduce)</li> </ul> </div> </div> |

